

**See**  
what Cued  
Speech UK is  
saying...



**ANNUAL REPORT  
2020 - 2021**

**CUED SPEECH UK**

Makes spoken language visible for  
deaf babies, children and adults



Makes spoken language  
visible for deaf babies,  
children and adults

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## AIM

Our Mission is to ensure that all deaf children and adults are given full access to English or their home language through Cued Speech regardless of hearing loss; with this they can develop their language and literacy skills to reach their full potential socially, emotionally and economically.

## OBJECTIVE

- To inform, train and support families free of charge to Cue their spoken languages.
- To inform, train and support professionals using Cued Speech and signpost others to it.
- To gain recognition through social media, publicity, and advocacy with the people services and commissioning bodies with whom Cued Speech is most relevant and where outcomes can be most effective.

Through these actions, we want to ensure deaf children and adults avoid the negative and life-long cognitive impairment, social isolation and academic failure caused by language deprivation.

## STATEMENT OF RIGHTS

A deaf child or adult has a fundamental right to:

- language and communication;
- receive a full education;
- succeed to their maximum potential regardless of disability;
- be safe.

These rights fit with the United Nations Convention on the Rights of the Child and are fundamental to the mission and aims of CSUK.

### Cued Speech UK

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## WHAT IS CUED SPEECH?

Cued Speech helps deaf people to see what you're saying.

It is a way of helping deaf people see spoken language. It really helps with lip-reading, which is actually very difficult without support. If you are deaf, you have to rely heavily on lip-reading to understand and acquire English but when so many spoken words look the same, deaf people need some help seeing the sounds! Cueing uses 8 handshapes in 4 positions close to the face to visually show a difference between spoken words – this can allow a deaf person to see everything that you say, just as if you were adding subtitles to your speech.

It's perfect for you if you have a deaf child. If your family learns to Cue, you can ensure your deaf child is able to gain the foundation in language they need, at the right time, to be able to structure their thoughts, feelings and emotions in the same way as you. It puts spoken language into your family's hands, so that your deaf child can see what you're saying.

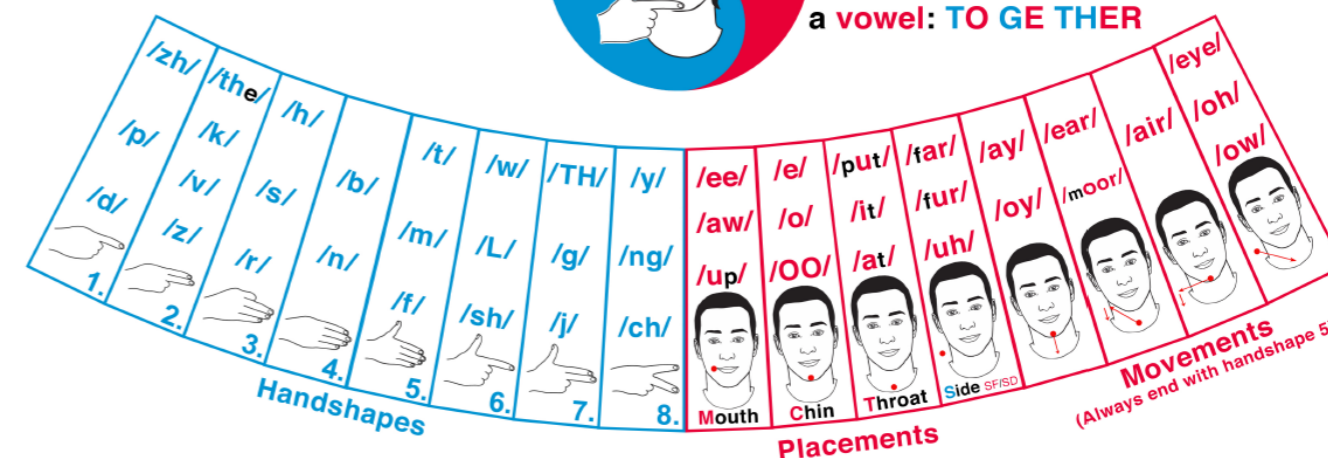
### Cued Speech At-a-Glance Chart British English

**Rule 1**  
Consonants on their  
own: **SIDE** placement



**Rule 2**  
Vowels on their  
own: **Handshape 5**

**Rule 3**  
Consonant followed by  
a vowel: **TO GE THER**





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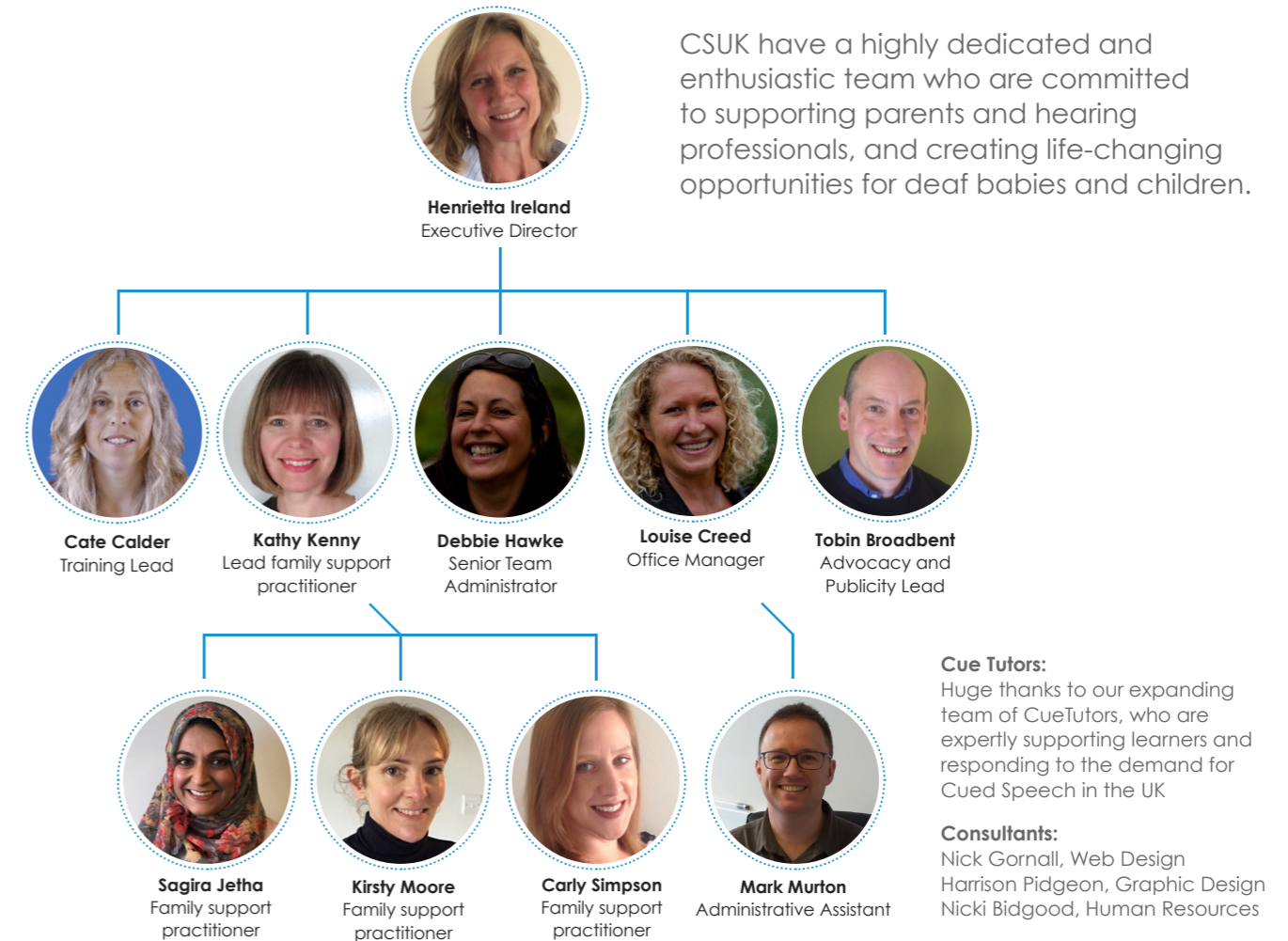
## WHY DO WE NEED CUED SPEECH?

### Key Points:

- With Cued Speech, deaf children, young adults and visual learners can see the whole of the English language as clearly as hearing people hear it.
- It only takes an average of six hours to learn all the concepts of how to Cue, and about 20 hours of practise to master the whole system, so families and professionals can begin to use it reasonably quickly. There is no need to learn 'another language', they will be Cueing the same language they use every day with their hearing child, just adding the manual Cues as they speak.
- Cued Speech has been adapted for over 64 different languages and dialects. This means if the home language is not English, the family could also Cue their native language. Schools can also use Cueing to support the learning of modern foreign languages.
- Cued Speech use is inclusive - it helps deaf children get the best out of their hearing aids or cochlear implants and works very well bilingually with British Sign Language (BSL).
- Hearing children with additional needs such as auditory processing disorders or those with a different first language can also benefit from the consistent visual signals in Cued Speech.
- Education can become fully accessible with Cued Speech – classroom practitioners can use it to teach literacy skills and phonics and communication support workers can Cue the whole curriculum just as they might sign it.
- Literacy levels of deaf or hard of hearing children brought up with Cued Speech are age-appropriate and equivalent to hearing children when they are given continued access to the language of education through Cueing.
- Research has shown that literacy levels and educational attainments are far more likely to be age-appropriate for deaf children who are Cued to consistently at home and at school.



## THE CUED SPEECH UK TEAM



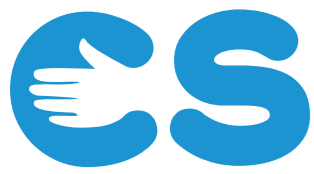
The CSUK staff team consists of 9 part-time members of staff (5.5 FTE) and is managed by the Executive Director. Some of the team are based at our registered office in Totnes, Devon and our Cued Speech Regional (family) Advisors are based in Wales, Hertfordshire hosted by the Local Authority and peripatetically in Tyneside.

Employees come with a range of skills and knowledge. All trainers have the City and Guilds certificate in Adult Education and all employees are trained to level 3 in Safeguarding Children and have three-yearly enhanced DBS checks. The team has regular supervision from team leads on a bi-monthly basis and managers have annual appraisals from a Trustee experienced in staff management. Every employee is given a staff handbook which outlines our Charity policies and procedures.

### Cued Speech UK Management and Governance Structure

We have ten Trustees who oversee the management and delivery of CSUK, bringing personal and professional experience

We have parents and grandparents who have used Cued Speech with their children, two Trustees bring business management experience, we have a deaf adult with a cochlear implant and representatives from a hearing impairment service and a retired NHS Consultant. All Trustees apply with a full CV and two references and are interviewed by the Executive Director and another Trustee; they are voted in on their first meeting by the full Board. All Trustees have Level 1 Safeguarding training and an Enhanced DBS check. The Charity holds and the Trustees work in line with their Articles of Association.



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## RESEARCH AND COLLABORATIVE PROGRESS

While we have had encouraging conversations with University College London and Manchester University about future Cued Speech focused MSc projects, the impact of Covid restrictions and the use of facemasks, particularly within education, has meant that researchers have had to postpone or cancel their efforts in the last year. We hope to have better news in the next report.

One is entitled "The Rehabilitation time for children using Cued Speech following Cochlear Implant"; and we have an MA ToD student from the University of Manchester researching a Comparative Evidence Review: "Comparing evidence around outcomes for the development of deaf children's language and literacy in early years using different approaches, including Cued Speech, British Sign Language, aural and Auditory Verbal."

AISAC - Académie Internationale sur les Adaptations de «Cued» or the International Academy on the Adaptations of Cued Speech.

Formed in 2020, this new international committee currently has representatives from France, Switzerland, the United States and the United Kingdom. The aims of AISAC are to increase Cueing use worldwide and increase access to the world's languages for individuals who are deaf. The committee will support the development of adaptations to promote adherence to the principles established by Dr. Cornett. Collaboration with other Cueing organisations, including Cued Speech UK, will mean shared resources, knowledge, and materials. Cued Speech UK is currently working on materials for the Welsh language adaptation.

"Cued Speech: Evolving Evidence 1968–2018" Stephanie J. Gardiner-Walsh, Karla Giese & Timothy P. Walsh (2020), Deafness & Education International.

"Over the past 50 years since the inception of Cued Speech, there has been a shift in the focus of the available research. The early research shows the focus of CS was originally on speech and lipreading.

While some of the more recent research does highlight the support that CS lends to speech/lipreading, other recent research looks at using CS to fill in gaps that the CI cannot fully perceive. In the recent two decades, research has shifted to a focus on the benefits of CS and literacy, specifically spelling, comprehension, vocabulary, WID, and phonological awareness (PA). PA has been determined by the U. S. National Reading Panel to be one of several key components of developing strong literacy skills. Given that the process of developing PA of a spoken language is through the air (audition), this emerging initial research lends support to the use of CS as a visual mode to access the phonemes of spoken languages, allowing for a medium to transfer from the spoken word to print.

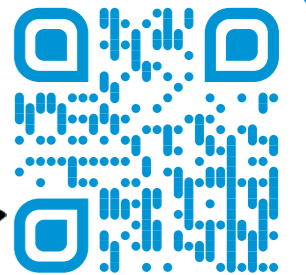
In short, while the use of CS as a means of access to a spoken language and the resulting research is not prevalent in the U.S., several European countries have shown promising results in using CS to support both expressive and receptive language, as well as literacy development. Research would benefit from exploring the transferability of study results between languages. Lastly, there need to be gains worldwide in the areas of identification, services, and identity to ensure equity for CS users."

## RESEARCH AND COLLABORATIVE PROGRESS

"Cued Speech: Evolving Evidence 1968–2018"

Stephanie J. Gardiner-Walsh, Karla Giese & Timothy P. Walsh (2020), Deafness & Education International.

Available Online Here: Use your smartphone's camera app to focus on this QR Code and follow the link when it appears.



"Early Communication Development of Children with Auditory Brainstem Implants"

Laurie S Eisenberg, Dianne Hammes Ganguly, Amy S Martinez, Laurel M Fisher, Margaret E Winter, Jamie L Glater, Debra K Schrader, Janice Loggins, Eric P Wilkinson, and Los Angeles Paediatric ABI Team, Keck School of Medicine of the University of Southern California (2018)

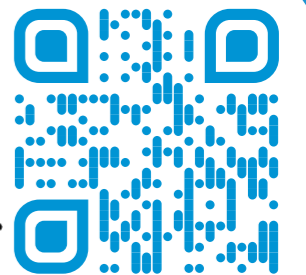
Available Online Here: Use your smartphone's camera app to focus on this QR Code and follow the link when it appears.



"Cued Speech and the Development of Reading in English: Examining the Evidence"

June 2017, Journal of Deaf Studies and Deaf Education, Beverly J. Trezek

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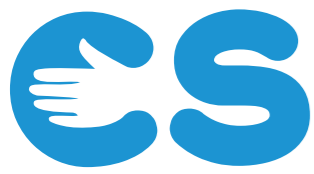


"The Neural Basis of Speech Perception through Lipreading and Manual Cues: Evidence from Deaf Native Users of Cued Speech"

Aparicio, M., Peigneux, P., Charlier, B., Balériaux, D., Kavec, M. and Leybaert, J. (2017)

Available Online Here: Use your smartphone's camera app to focus on this QR Code and follow the link when it appears.



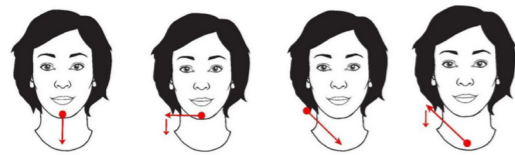


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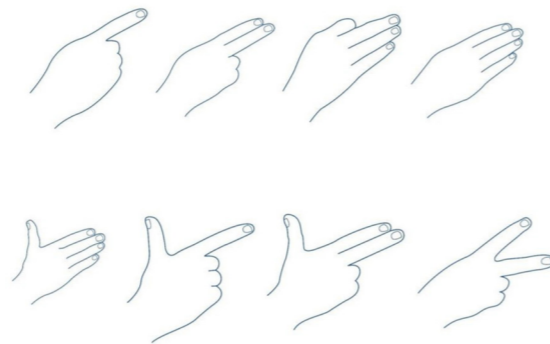
## LANGUAGE AND LITERACY FOR LIFE 0-18

Dr Orin Cornett created the system of Cued Speech in 1966 while working at Gallaudet University in Washington DC.

This is a university that specialises in providing education through American Sign Language and still does so to this day. He recognised that the main issue for Deaf students at the university was with written English – they thought in a signed language which has no written form and English was a difficult second language for them.



He realised that to address the problem of low literacy in the signing deaf population they would have needed visual access to spoken English, ideally from birth. He created his lipreading support system of visual Cues using 8 handshapes in 4 positions around the face and was able to demonstrate its success within months. The Cues were used to visually replace the acoustic part of speech that the deaf child was missing, enabling them to develop a fluent mental model of the spoken language which they could then use to learn to read and write. Many Cueing families contacted him over the years to tell him that their deaf child was now 'hooked on books'!



Dr Cornett was always concerned that deaf children should become fluent readers as this would be the key to their empowerment through self-education. He was keenly aware of how vulnerable deaf children are to the efforts and ability of the hearing people in their lives to Cue for them, and even went on to use his technical skills to design 'Cueing glasses'.

These were to be worn by a deaf person and would somehow give them Cued speech signals inside the lenses! This product did not make it to market all those years ago, but we feel sure Dr Cornett would have been thrilled with the technological developments we are currently exploring with our industry collaborators 'Robotica Machine Learning' (Robotica.ml).



## LANGUAGE AND LITERACY FOR LIFE 0-18

In March 2020, through an introduction made by one of our Trustees, we were introduced to the highly experienced individuals behind this new innovative software company. Cued Speech UK put forward a proposal: 'Could Robotica.ml create a digital avatar which could cue in real time using speech recognition technology?'

The answer was a resounding YES! Using the brilliance of 21st century digital design this and even more is entirely possible.

Our collaboration began with the amazing staff at Robotica.ml and a 2d 'cartoon' style avatar called 'Kathy' was swiftly done: we could type sentences and watch her Cue them! Kathy went through many iterations and is now a beautiful 3-D 'video game' style character called Cassie that is remarkably life-like and compelling to watch.

The aim of this product is to put the power quite literally into the hands of deaf children and adults themselves. If their family members, educators or colleagues are not able or willing to Cue for them, the deaf person can use this technology as a safety-net to ensure they are still able to access everything that is spoken. They may use a phone, tablet or other device and watch Cassie as she 'listens' to the voices and repeats what they've said verbatim while adding the Cues. The potential versatility of this technology is stunning with features such as added voice, speed-control, subtitling and saved transcription notes as a possibility and it could be adapted for many of the Cued languages across the world. There may even be the chance to use this same technology 'in reverse' so to speak, so a deaf person could Cue to their device and Cassie would 'voice-over' what they have Cued for a hearing person to understand. We are excited about the far-reaching positive impact for deaf users of this technology.

Deaf individuals need to be familiar with receiving Cued language to fully benefit from all that Cassie can offer. With this in

mind Cate Calder, our Training Lead, has been developing a digital app to introduce Cassie and have her teach users how to Cue and Cue-read useful words. This will be further developed to include literacy skills such as linking letters to sounds and learning to read and write increasingly complex words as well as games to expand vocabulary.

These products are called 'i-Cue' for the transliterator and 'u-Cue' for the digital learn-to-Cue game. Both have enormous developmental potential for the future.

Our digital innovation doesn't end there. Freelance CueTutor Lindsey Henderson had the brilliant idea while working with deaf children at Eggbuckland Vale Primary School in Plymouth, to approach the makers of early-reader book ranges to collaborate on making filmed e-book versions that are fully Cued – both by humans and the Cassie avatar. This has developed into a whole project we are calling "Love Reading" where families and schools can access films of Cued books that include whole learn-to-read schemes and other stories. (even some simple books in different languages) and access the i-Cue and u-Cue products. Funding has already been secured to begin this work.





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## WHAT WE HAVE ACHIEVED

### Introduction from our Executive Director

With the rising public concerns in relation to Covid 19, CSUK responded flexibly to the changes that were required for continuing to deliver their activities. Our administrative and HR systems had been put onto Office 365, thus we were in a good position to continue to work from home.

■ We were easily able to accommodate the delivery of training and family support online and took the March lockdown as an opportunity to work with deaf children while they were at home. The year continued to be challenging due to Covid-19, but we did re-engage with home visits in September. The work in schools was more difficult to re-establish due to the restrictions on visiting. We have continued to engage with families online, through email and all digital platforms. In order to manage funds during the third lockdown we flexibly furloughed some of our Team but all did enough hours to deliver key services and processes such as referrals and training.

■ Our training resources were already available online, and we were using ZOOM. We were able to offer many more professionals and schools our online foundation training. The training is free to families, but schools pay for a license, so this provided a small amount of revenue for the Charity.

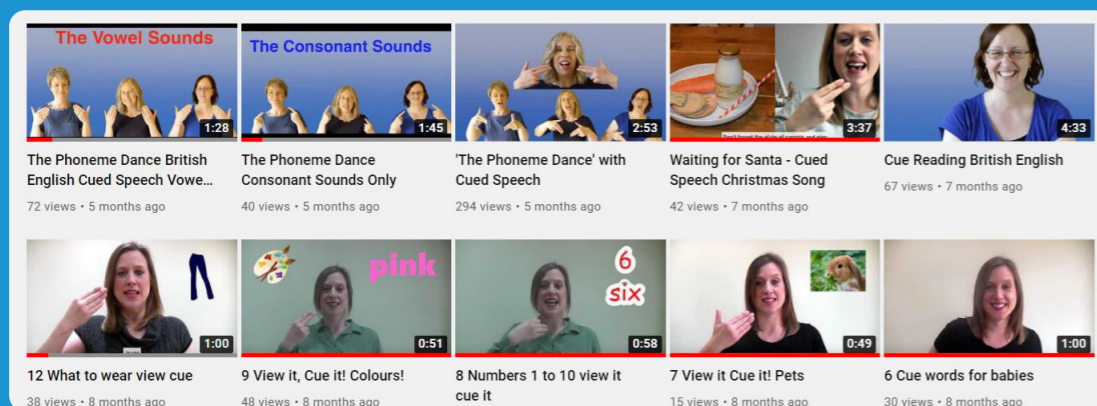
■ Over the last two years CSUK have raised awareness through attendance at Conferences and Seminars, delivering workshops at events, writing short editorials for related magazines and raising our profile on all online media platforms. This year our delivery had to change, and our publicity has solely moved to online platforms. CSUK have created a volume of Filmed Cued Words on different subjects. The whole team has contributed to this, but special thanks go to Cate Calder for all her film editing, to Carly Simpson for developing Cued films, stories and drama sessions and to Tobin Broadbent for uploading as many films as possible to YouTube and the website.



[www.youtube.com/user/cuedspeech](https://www.youtube.com/user/cuedspeech)



[www.cuedspeech.co.uk](https://www.cuedspeech.co.uk)



## WHAT WE HAVE ACHIEVED

In 2020-21, many deaf children were sent home and most weren't able to access their curriculum.

CSUK were able to respond quickly and provide free online activities including games, stories and songs and live one-to-one sessions using ZOOM, Whats App and TEAMS.

Our quick response to the impact of the restrictions of Covid-19 provided a life-line of support for many families.



"It was so lovely to have contact with Sagira (Regional Family Advisor (CSUK RFA)) during lockdown as we didn't have much support from school. She visited weekly and has been mentoring me with techniques, skills and ideas for language development using games, toys and stories spoken and Cued. She also helps us with learning to Cue and practising our Cueing skills.

We made learning to Cue a family activity. My older son E, 6, learnt to cue too and cues single words to his brother in both English and our home language Telugu, which is great fun for both of them. We are loving the 'phonic song' which we sing together."

"D started school with single words - but after only one year at school and with me Cueing to him, the change is unbelievable. We read every day, then Cue it and then he says it. In effect he 'sees' what I am saying and he repeats it with 100% accuracy.

It's incredible.

It was very stressful during Lockdown. I didn't want him to fall behind, so having Kathy (Lead RFA) was so helpful. With her support I was able to Cue favourite stories to D and access all the Cued videos, stories and songs on the web-site."





## OUR ACTIVITIES

### CSUK Activities and Delivery 2020



**CSUK has delivered a total of 741 online Cued Speech support sessions to families with a deaf child through Zoom and have worked directly with 80 deaf children one-to-one.**

Last year I reported on the recruitment, training and embedding of four CSUK Regional Family Advisors (RFA's) (formerly known as Family Support Practitioners) across the UK. In November 2019, our Trustees questioned whether the role was delivering against our planned charitable outcomes. As a team we reviewed our referral process, particularly where the post was hosted by a Local Authority Hearing Impairment Service. Our RFA's have worked hard to inform their host teams about the benefits of CS for deaf babies in order to receive more appropriate referrals. Our RFA in Hertfordshire recently said, "It takes a while to bed the post in, to clarify our offer and to feel confident as a new Cued Speech user to encourage and support parents to learn and use Cued Speech." We have set and agreed a working protocol, prioritising referrals where parents will benefit from learning to use CS with their deaf baby. This improved practice and delivery have resulted in better quality referrals. Sagira Jetha, our RFA who is placed in Herts, is also taking referrals from Barnet.

Last year our RFA's provided families with:

- ✓ 479 Zoom sessions - a total of 417 hours

- ✓ 93 home/outdoor visits – 106 hours.
- ✓ We supported a parent led Dad's Cueing club, hosting 12 sessions over 12 hours.
- ✓ Keeping deaf children engaged with learning during lockdown. We delivered 116 Zoom sessions – a total of 122 hours directly with the children
- ✓ We posted 24 FREE resource packs – Including a memory stick with all 42 films, CS games and fun resources
- ✓ Initiated a Dads' online CS support group for three months, March until July. While we no longer lead this group, the group continues to meet regularly, coordinated by its members.
- ✓ Created a 'view it and Cue-it' series for parents of deaf babies to practice simple, frequently used words to Cue to their baby. In all, we made 25 films.
- ✓ Developed two songs to help parents to remember the order of hand shapes and face positions.
- ✓ Designed a pictorial book of the eight CS handshapes and the consonant sounds that they represent.

## OUR ACTIVITIES

### CSUK Activities and Delivery 2020

We have received some 'surprise referrals' this year. One is a family with Treacher Collins syndrome: their six-year-old son, who has some hearing difficulties and breathing difficulties has been able to engage with CS with great success. CS has enabled him to understand sound differentiations such as 'peg and pig' and realising for the first time the 'ng' and 'ch' sounds. The family are recommending its use to other families with similar difficulties.

We have been working with a whole family in Australia to support their two-year-old deaf daughter. They have been overwhelmed by the success of CS for her language acquisition and have paid for their online training and support. CS is little known in Australia and I feel that this referral evidenced that our online marketing is effective globally and our training is effective for whole family learning even when it is 'virtual'. A quote from B's mother; "We Cue most of what we want to B and she is watching and trying to copy. She is Cue-babbling to her dollies."

Funding from Global Make Some Noise enabled CSUK to recruit a Lead UK RFA and Kathy Kenny, our Regional Advisor for the South West, accepted the post. Kathy has developed this role, offering supervision and extra training in CS to the other RFA's. She has created a strong team who have worked together to design a parenting

leaflet, a parenting pack and additional parenting resources as described above. With additional funding from BBC Children in Need, Kathy is herself undergoing training in a programme to enable the understanding and expression of emotions called Emotional Logic, which she will deliver to her team. The training will help practitioners to support deaf children and their parents to manage and maintain emotional wellbeing.

We have been interested in reports from some parents who have told us that Cued Speech has supported their deaf child's speech production and accuracy.

While this is commonly identified by CS users, it is not something that has been researched and evidenced. We are in discussion with University College London Speech and Language Therapy Faculty who may be interested in investigating this further.





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## TRAINING FOR PROFESSIONALS

Within this financial period 134 professionals have accessed our online training.

The CSUK Foundation Training had already been developed so that it could be accessed online. The suspension of services across Local Authorities meant that many professionals were pleased to be able to access our training as evidence of Continued Professional Development (CPD). There is a minimal cost to professionals and schools to access the training and this contributed to our income.

The increased volume of people using the resource has meant that its author, our Training Lead Cate Calder, can now review and update the programme based on customer feedback and is keen to develop the Level Two online training resource. We are also now able to offer all our examinations online and have enjoyed seeing successful candidates at each level throughout the year.

For those who want to take it further and become Cuers themselves, we provide:

- ✓ Online self-study Cued Speech Foundation Course. This is for complete beginners and will teach you all the basics of how to Cue any word in the English language. Once you've worked through this series of training videos and exercises you will simply need to practise to gain fluency and memorise the system.
- ✓ Online live classes with a tutor – one to one or small groups
- ✓ In person learn-to-Cue workshops

"I only have positive things to say about my learning experience with Cued Speech UK.

Not only have I felt that I received excellent tuition, but I also felt very supported throughout - and now actually miss my classes!"  
(Communication Support Worker)

"How do you explain a word to a deaf child if they don't know the sign or if it's completely abstract?

But with Cued Speech, M can see each word completely and isn't disadvantaged at all."

(Support worker)

## RAISING AWARENESS

At the beginning of the year, we looked at what we needed to do in order to lift our profile, and agreed three strategies for improvement:

- Have a clear short film at the front of the website which demonstrates CS with a toddler.
- Change the name of the Family Support Workers to Regional Family Advisors to emphasise the status and focus of their work.
- Create an easy to remember paragraph that can be concisely articulated but which is clear and engaging when you are verbally describing CS to potential stakeholders.

The beginning of lockdown gave us the perfect opportunity to work on these as a team through ZOOM.

- Carly Simpson developed a short film for families providing a simple explanation of CS and filmed examples of how it can be used with a deaf baby or toddler; this has been uploaded onto our home page on the website.
- The Team agreed that the Family Support Workers should be called CSUK Regional Family Advisors (RFA's). This provided a clearer description of the role and added integrity. (It was felt that a 'support worker' suggested a practitioner without the integrity of a Teacher of the Deaf.)
- We created a clear spoken definition of CS.
- We have continued to add filmed (Cued) stories to the website.

We have also raised awareness directly through publicity and indirectly through individual fundraising efforts:

- From August 2020 Wayne Kenny has been doing a sponsored 365 swim for Cued Speech which means that he has to swim in the sea every day until he has completed one full year of swimming. Wayne posts his swims on Facebook on a regular basis which has been a great boost to our profile and to our sponsored income. It is an extraordinary contribution by one individual.
- Kathy and Henrietta have both done local radio interviews: one for BBC Devon and one for a Totnes radio station.
- We have created online and doorstep fundraising events such as our Christmas raffle with three strong prizes, selling Christmas cards, selling homemade jam and signing up to 'just-giving'. In all, I am very proud to report, that in our first year of community fundraising we have raised £4000 up to and including Jan 2021.
- In collaboration with Robotica, a promotional film has been made to showcase the Cueing avatar. This film stars a ten year old deaf girl who has been cued-to since the age of 2 as she describes all the ways this product will support her at home and at school.





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## THE DIFFERENCE OUR WORK HAS MADE

From April 2020 to the end March 2021 we can report on 319 deaf babies/children whose parents and/or professionals we have trained and supported in the same year. The number who benefit will be higher because we estimate that each professional will work with at least 7 deaf children.

**Difference 1 - Deaf babies/ children will demonstrate greater participation within the family.**

Of the 94 children we were able to measure using our questionnaires, 75% showed significant progress, 12.5% showed some progress and 12.5% showed no progress.

In total out of the 319 children we have monitored using all methods, 189 demonstrated significant progress 95 some progress and 30 no progress.

**Difference 2 - Deaf babies/ children will have increased literacy skills**

For babies and very young children we assess language development and the number of words the child can understand through CS. Primary-aged children are assessed on their progress in literacy both qualitatively through participation in class, (or at home), and quantitatively through their identification of words at a single word level. For young people in further education we ask their tutors about their progress and identification of language, vocabulary and its use within their work or training context

Of 94 children, 71.% showed significant progress, and 29% showed some progress. In total out of the 319 children we have monitored, 191 demonstrated significant progress 100 some progress and 23 no progress.

"Now that the family have learnt to Cue, we regularly play board games together after tea. V is able to fully participate and feels totally included." Mum

"We now have a good bedtime routine, his sleep pattern is much better since we found the on-line cued books. It's a great way of spending quality time together before bed." Dad

"He is starting to copy some of the handshapes, for example he can do P and D just like a hearing baby would say the sounds."

Parent with an 18 month deaf baby."

"I played him the Cued Speech alphabet-rap. He sat gawping in amazement the whole way through ...finally he could 'see' all the letters of the alphabet." Parent

## THE DIFFERENCE OUR WORK HAS MADE

**Difference 3 - As a result of the use of CS we observe deaf children's self-confidence grow in their personal relationships and in their ability to achieve their academic and social goals.** Using the same questionnaire, Zero represents having no friends and distressed or unhappy for much of the time; five represents a child who is happy or content for most of the time with a normal friendship group.

Of the 94 children, 37% showed significant progress, 50% showed some progress and 13% showed no progress. In total out of the 319 children we have monitored, 124 demonstrated significant progress, 138 some progress, and 52 no progress.



Mum: 'N is interested in football and is a member of a deaf football club. CS has increased N's ability to lipread which has improved her confidence and her communication with the others.'

"He had very few friends and was often very isolated, now he is at a school where they cue to him and Mum says he's much happier and more confident when talking about his day at school.' Mum

Cueing assistant - "When the Catering Chef said that all the students needed to learn the French terms for vegetable cuts, I was concerned how M would do this. We used Cued Speech to practice each word so M could see exactly how it sounded.

I was so pleased that M could repeat the words with the rest of her group so that she had the ability to use the terms when she prepared her menu later."



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## LEGAL AND FINANCIAL

### Are We Cost Effective?

CSUK offers an excellent return on funds. The Team is highly efficient and skilled with most employees having the ability to deliver activities in more than one area of work. In the last financial year we have delivered more online sessions and our capacity has been increased through our online training. Our team are creative and aspirational, we are motivated by the desire to create equal opportunities for life and learning for deaf children and this has inspired our work with Robotica Machine Learning and the Love Reading Project.

### Our Experiences

Having been in post for five years I am very aware of the strengths and weaknesses of the Charity. CSUK are resilient and have been providing training in CS across the UK for more than 50 years. This is our Unique Selling Point (USP) and the delivery of our Foundation Training is not reliant on funding, it is accessible online and there will always be parents of deaf babies and children who 'find out' about CS and realise its potential on the impact of language and literacy for their child. These parents can find out more about CSUK and our whole offer from the website and self-refer onto the training. However, I as the ED, and the CSUK team, want more children to be able to access CS right-from-the-start eg from diagnosis of deafness.

Following-on from three years of CS delivery through our Regional Family Advisors and the development and dissemination of our online training, we are in a strong position to increase the number of referrals of newly diagnosed deaf babies into the Charity.

CSUK have the experience, capacity, capability and a volume of quality online resources to be able to deliver to many more children who would benefit from CS.

Over the last three years we have evidenced the effectiveness and value of delivering face-to-face parent support (and online support during Covid).

In 2018 I wrote; "CSUK is an exciting Charity with an exceptional future ahead of it and we want our beneficiaries and providers to join us on our journey. We will not be standing still but advancing our work effectively into an incredible digital age."

We have kept our promise; in the last three years we have developed on-line Foundation Training, improved the website, deliver to many families and professionals online using ZOOM, and we are in the process of developing a phenomenal piece of work in collaboration with a software company, Robotica Machine Learning which includes Cassie I-Cue, U-Cue Bronze, Silver and Gold and Love Reading for deaf children, a bespoke literacy resource designed specifically for deaf children which includes filmed easy-readers, the literacy resource u-Cue and other filmed stories and books.

## LEGAL AND FINANCIAL

### Risk Management

Income from the Sylvia Adams Charitable Trust in March, and Global Make Some Noise supported the Charity's finances into the next financial year 2021-2022.

2020 – 2021 has made CSUK more aware of dependence on income from funding applications to Charitable Trusts, and therefore we are moving more towards creating an independent income from revenue. We have set charges against our training for professionals, and we have been creating online resources which we intend to sell through a trading arm of the Charity, Cued Speech Trading Ltd. We have also made a significant partnership with a software company, Robotica Machine Learning, who are keen to develop resources which will significantly change the way that deaf people are able to access language in every context including home, school and access to work. Our aim is for these resources to generate a sustainable income for the Charity in the future.

### Future Plans

Over the next 3 years, CSUK aims to make a significant breakthrough into the number of referrals that are received from parents of 0 – 3-year-old deaf babies.

We aim to change the way that deaf learners are able to access literacy and language in education and social settings through the use of digital technology including the Avatar Cassie I-Cue, the literacy resource U-Cue and the easy readers online filmed books, Love Reading.

### Cued Speech UK

Cued Speech UK was founded in 1975 - the National Centre for Cued Speech, part of KIDS, the registered charity for children with a disability. The Charity became independent in 1980 when it was also incorporated as a company limited by guarantee. In 2000 it was renamed the Cued Speech Association UK (CSAUK), which in 2017 was revised to Cued Speech UK. The Charity's activities are governed by the Memorandum and Articles of Association (reviewed in October 2001).

Members of the Association elect Trustees (who are also Directors) who hold quarterly meetings to decide policies, and to appoint and oversee staff.

### Public Benefit

Cued Speech UK operates for public benefit by working to improve the communication

and literacy skills of deaf and hearing-impaired children and adults. In exercising their powers and duties, including setting objectives and planning activities, the Trustees and the Charity confirm that they have complied with their duty in Section 4 of the Charities Act 2006 to have due regard to the guidance on public benefit as published by the Charity Commission.



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## LEGAL AND FINANCIAL

### Safeguarding

Our comprehensive safeguarding policy is reviewed annually. All our tutors, staff and volunteers working with children and vulnerable adults comply with the policy and procedures and are checked under the Disclosure and Barring Service. We have added a new section to the policy under 'Online Safety' which includes our policy and procedure on GDPR, (General Data Protection Regulation). All new Trustees and employees have done and completed the online NSPCC safeguarding training course. We include discussion on safeguarding principles and practice in our team meetings. We will include additional training in recognising vulnerable adults and domestic violence. Our Family Practitioners who are hosted by the Local Authority (LA) have been able to access LA training which includes safeguarding adults and recognising domestic violence.

While the UK experiences a public health emergency as a result of the COVID-19 pandemic, we have been following government guidelines to ensure we are doing everything within our power to work safely and support the health and wellbeing of our workers, as well as the families and professionals that we work with. All staff have completed Peninsula's 'Returning to Business [COVID] – Employee' training.

### Volunteers

Volunteer work is vital and worth many thousands of pounds to our Charity.

Volunteers:

- teach, examine, and support training activities.
- contribute to information and tuition materials.
- demonstrate Cued Speech at exhibitions.
- provide advice and guidance to staff.
- take part in fundraising activities and events.

### Campaigning

Campaigning to improve outcomes for deaf children, particularly in relation to access to English through Cued Speech, is a small but important element of our work. The Trustees have considered the Transparency of Lobbying, Non-party Campaigning and Trade Union Administration Act 2014 and are confident that our activities are not within its scope.



## STATEMENT BY THE TRUSTEES OF CUED SPEECH UK LIMITED

The summarised financial statements for the year ended 31 March 2021 presented in the following pages are a summary of the information extracted from the annual accounts and certain information relating to the Statement of Financial Activities and the Statement of Financial Position.

These summarised accounts may not contain sufficient information to allow for a full understanding of the financial affairs of the Charitable Company. For further information the full annual accounts which are subject to an Independent Examination and include a Trustees' report, should be consulted.

A copy of these may be obtained on request from the Charity's office (contact details are on the back cover). For the year ending 31 March 2021 the Charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

### Trustees' Responsibilities:

The members have not required the Charity to obtain an audit of its financial statements for the year in question in accordance with section 476. The Trustees acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of financial statements.

The financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime. These financial statements were approved by the Board of Trustees and authorised for issue on 17th September 2020, and are signed on behalf of the Board by:

Ms Christine Hardy, Chair person

## INDEPENDENT EXAMINER'S STATEMENT

I report to the Trustees on my examination of the financial statements of Cued Speech UK Limited ('the Charity') for the year ended 31 March 2021.

### Responsibilities and basis of report

As the Trustees of the company (and also its directors for the purposes of company law) you are responsible for the preparation of the financial statements in accordance with the requirements of the Companies Act 2006 ('the 2006 Act'). Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the Charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act. I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Charity as required by section 386 of the 2006 Act; or
2. the financial statements do not accord with those records; or

3. the financial statements do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination; or

4. the financial statements have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Sean R Smith FCA on behalf of THOMAS WESTCOTT Chartered Accountants, Independent Examiner, Petitor House, Nicholson Road, Torquay, Devon, TQ2 7TD



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## STATEMENT OF FINANCIAL ACTIVITIES

Year ended 31 March 2021	Unrestricted Funds £	2021 Restricted Funds £	Total Funds £	2020 Total Funds £
<b>Income</b>				
Donations	40,360	222,297	<b>262,657</b>	236,941
Charitable activities	2,198	9,885	<b>12,083</b>	11,839
Other trading activities	–	–	–	405
Investment income	–	–	–	238
<b>Total income</b>	<b>42,558</b>	<b>232,182</b>	<b>274,740</b>	<b>249,423</b>
<b>Expenditure</b>				
Expenditure on charitable activities	466	286,216	<b>286,682</b>	284,136
<b>Total expenditure</b>	<b>466</b>	<b>286,216</b>	<b>286,682</b>	<b>284,136</b>
<b>Net income and net movement in funds</b>	<b>42,092</b>	<b>(54,034)</b>	<b>(11,942)</b>	<b>(34,713)</b>
<b>Transfer between funds</b>	<b>(42,000)</b>	<b>42,000</b>	<b>–</b>	<b>236</b>
<b>Net movement in funds</b>	<b>92</b>	<b>(12,034)</b>	<b>(11,942)</b>	<b>34,713</b>
<b>Reconciliation of funds</b>				
<b>Total funds brought forward</b>	<b>40,668</b>	<b>90,554</b>	<b>131,222</b>	<b>165,935</b>
<b>Total funds carried forward</b>	<b>40,760</b>	<b>78,520</b>	<b>119,280</b>	<b>131,222</b>

### INCOME

Total income received in 2020/21 was £274,740, of which £262,657 was donated by charitable trusts, companies and individuals. The remaining £12,083 included tuition fees and charges, membership subscriptions and investment income.

### EXPENDITURE

Total expenditure was £286,682, of which £235,786 was spent directly on charitable activities. The support costs of £32,896 includes our rent of 9,912.

### RESERVES

Expenditure exceeded income by £11,942 resulting in a decrease in funds from £131,222 to £119,280, of which £78,520 is restricted to specific work.

The Association's policy is to hold a designated reserve of £20,000 and in addition, operating reserves equivalent to not less than three months' expenditure. The balances held at 31 March 2020 met that requirement.

## BALANCE SHEET AS AT 31 MARCH 2021

Assets	2020	2021
<b>Fixed Assets</b>		
Tangible Fixed Assets	<b>5,672</b>	4,254
<b>Current Assets</b>		
Stocks	<b>743</b>	743
Debtors	<b>3,442</b>	3,783
Cash at bank and in hand	<b>127,639</b>	117,550
<b>Total current assets</b>	<b>131,824</b>	122,076
<b>Creditors: amounts falling due within one year</b>	<b>6,273</b>	7,050
<b>Net current assets</b>	<b>125,550</b>	115,026
<b>Total assets less current liabilities</b>	<b>131,222</b>	119,280
<b>Net assets</b>	<b>131,222</b>	119,280
<b>Funds of the charity</b>		
Restricted income funds	90,554	78,520
Unrestricted funds	40,668	40,760
<b>Total Funds</b>	<b>131,222</b>	<b>119,280</b>

### DONORS

The Directors are grateful for the support, interest and encouragement received during the year from trusts, companies, organisations and individuals, including members who gave more than the minimum membership fee. During the year donations were received from five anonymous donors and from the following:

### CHARITABLE TRUSTS

- The Sylvia Adams Charitable Trust
- DM Charitable Trust
- St James Place Foundation
- The Woodward Trust
- Elizabeth & Prince Zaiger Trust
- Benham Charitable Trust
- BBC Children in Need
- The Henry Smith Charity
- Benham Charitable Trust
- BBC Children in Need Wales □ Clare Milne Trust
- National Lottery - Covid Response
- Marsh Christian Trust
- The George A Moore Foundation
- The Sylvia Adams Charitable Trust
- W A Handley Trust
- Birkdale Trust for Hearing Impaired LTD
- PF Charitable Fund
- BBC Children in Need
- 4814 Trust
- James Weir Foundation

- St Margarets Academy Torbay
- Dorothy Hay-Bolton Charitable Trust
- Global Make Some Noise
- Vandervell Foundation
- Souter Charitable Trust
- The Norman Family Trust
- Foyle Foundation □ Masonic Lodge

### INDIVIDUAL DONATIONS

- Cathy Groeger
- Mr Mark Evans
- Sheila Skillings
- Win Burton
- Mrs C G Cottam
- Peter Bowman
- Mr C Millar
- Ken Orpin
- Jane Young
- Anth Mills
- Carole Fletcher



# CUED SPEECH UK

Makes spoken language visible for  
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The Boatshed, Steamer Quay Totnes, Devon TQ9 5AL

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